

PEER – IN

Peer: belonging to the same group in society

Peer: to look curiously, gaze

Peer–In: a group of high school students in Jefferson County who look closely at issues of consequence, reach out to their peers with information, and

serve as mentors to
younger students.

Want to Join?

For information, please call 385-9400
Jefferson County Health & Human Services

Peer – In

Goals: Reducing Risks
 Building Resiliency

Leadership

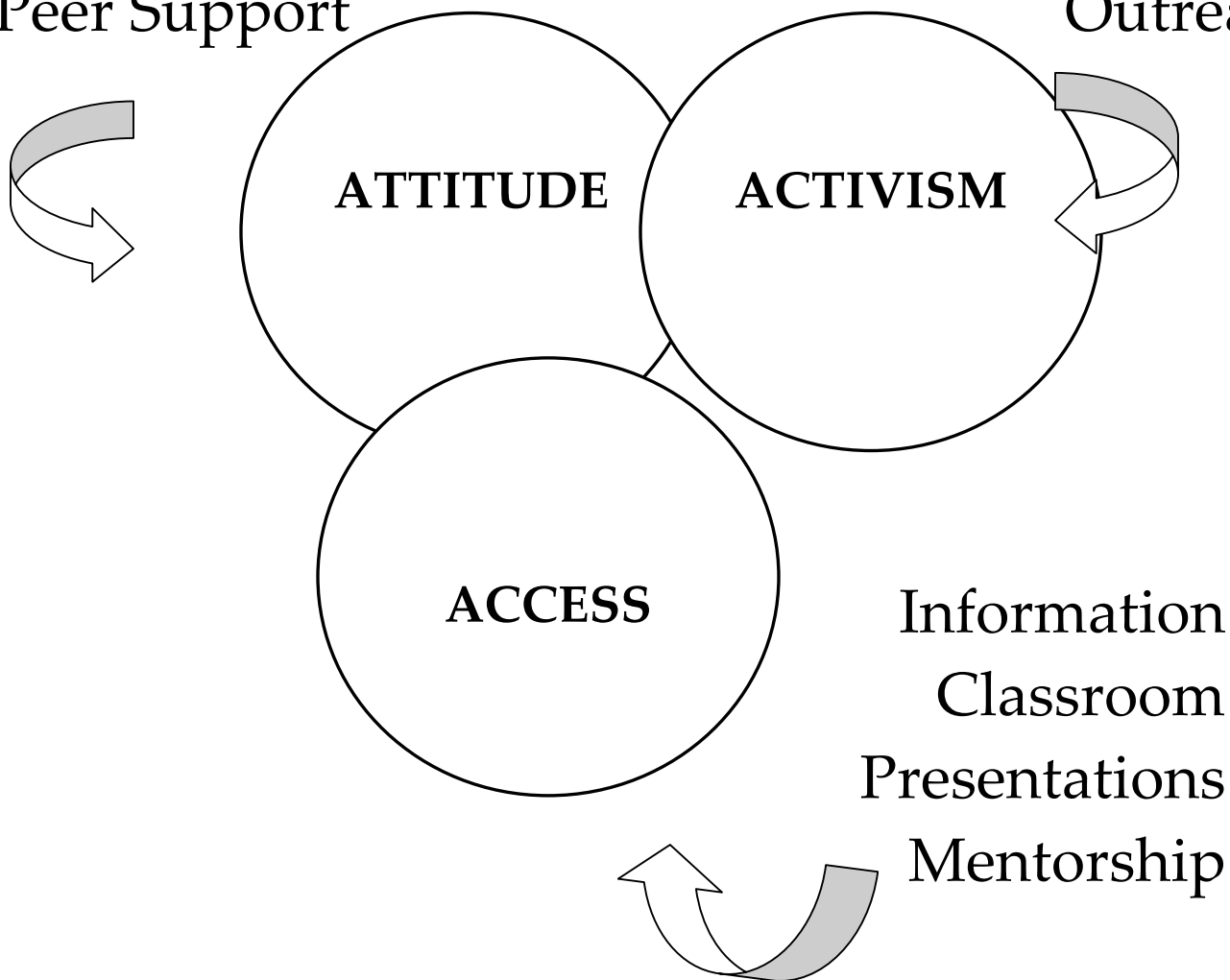
Positive

Peer Support

Community

Events

Outreach



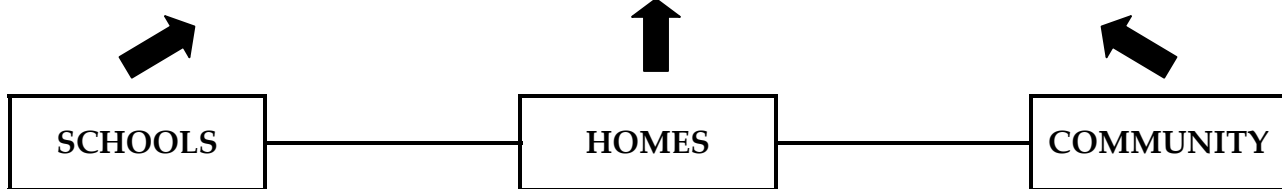
Profile of Resilient Student:

- Connected with peers and community
- Autonomous / Positive Self-Esteem
- Problem Solver

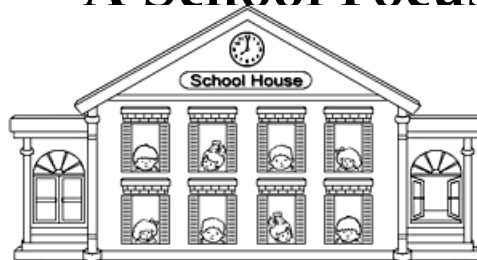
Goal Oriented

Comprehensive Prevention

- Substance Abuse
- Violence
- School Dropout
- Teen Pregnancy
- Delinquency



Reducing Risks and Building Resiliency “A School Focus”



Risk Factors

1. “Early and persistent antisocial behavior” – Grades K-3, 6-9, i.e., aggressive, lacking social skills
2. “Academic failure in elementary school” – Grades 5-9
3. Lack of commitment to school – Grades K-12, i.e., no attachment to school

Profile of a Resilient Student

1. Socially competent: “ability to connect with prosocial peers:
2. Problem-solving skills
3. Autonomy: “strong positive identity, even if living in dysfunctional environment
4. Positive sense of their future

A School that Lowers Risks and Builds Resilient Students has:

1. Caring and Support

- Peer-helping programs: “Students Helping Students”
- Strategies to connect, i.e., cooperative learning
- Teachers who help kids feel a part of the classroom and school

2. High Expectations

- Avoid labeling of kids
- Easy access to all school resources
- Clear, high standards

3. Ways for Students to be Involved

- Substantial involvement in school decision making: “This is Our School”
- Meaningful participation in governance

Students who have a commitment, attachment, and belief
in their school are at lower risk for problem behaviors

Strategies

In the Classroom

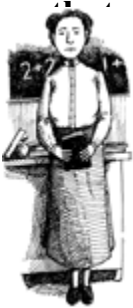
1. Curricula

- a. That emphasize social skills that help students “connect” with pro-social peers and lower frequency of risky behaviors (social competency)
- b. That help students differentiate between problem environment and personal identity (autonomy)
- c. That contain cooperative teams and peer helping
- d. That help students see their own uniqueness
- e. That personalize the information



2. Teachers

- a. That view students as resources: “there’s nothing wrong with you what is right with you can’t change!”
- b. That create classroom “ownership” for the students (commitment to classroom)
- c. That have high expectations for every student
- d. That teach appropriate social skills and problem-solving skills in the classroom to help students succeed
- e. That establish with students the ground rules, expectations, and conflict resolutions procedures that create positive norms in the classroom



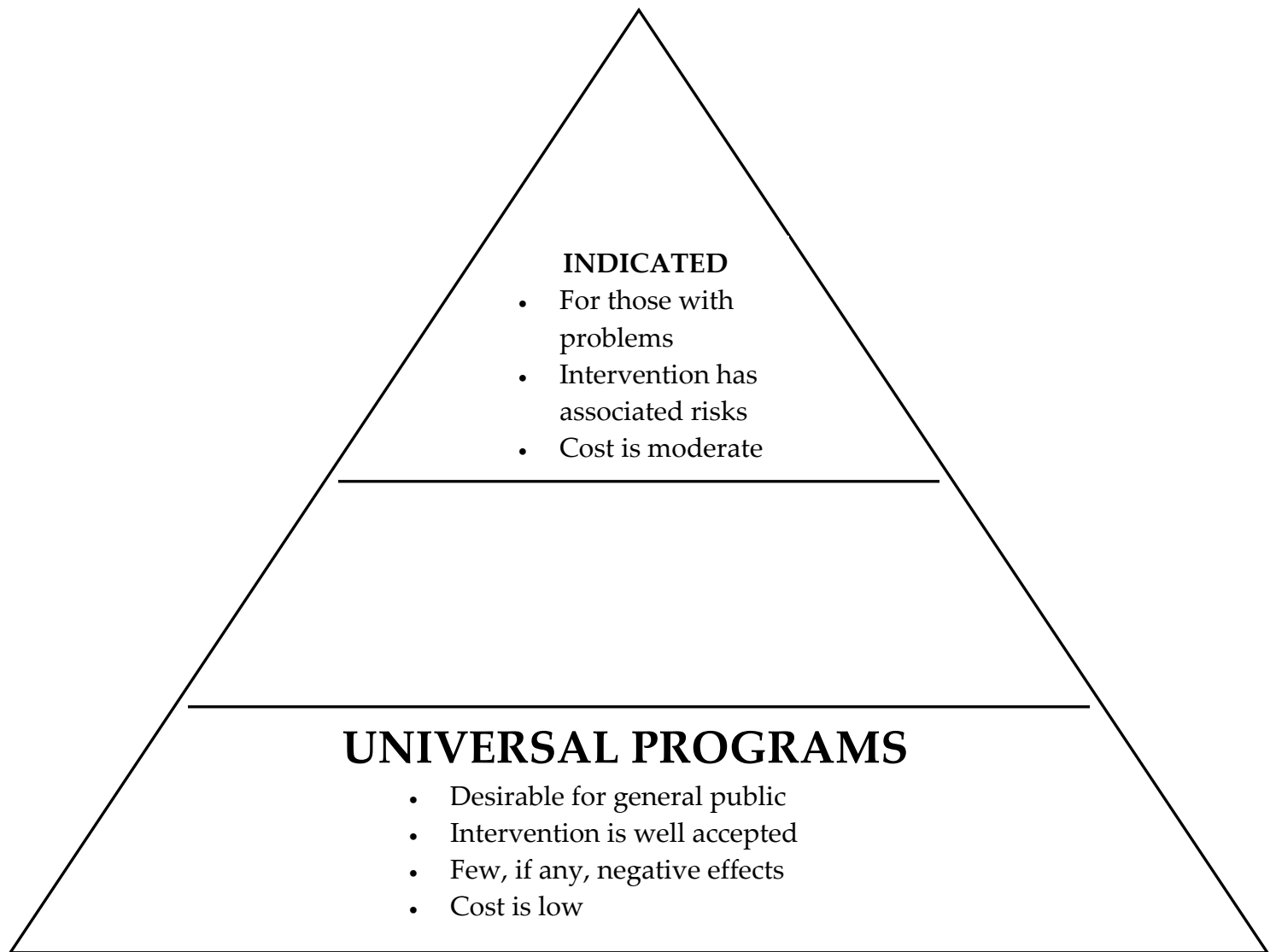
In the Building

Policies & Procedures that:

- a. Provide resources for students: peer tutoring, counseling, etc.
- b. Involve students in decision making: school rules, school-sponsored events, school maintenance
- c. Emphasize social bonding K-4 and academic success 5-12; provide resources and assistance to assure success
- d. Provide a safe environment
- e. Promote a sense of belonging
- f. Include the home and community



Tips for Thinking about Preventive Intervention



Life Cycle of Preventive Intervention Programs

Stage 1: Design → Delivery → Evaluation

Stage 2: What happens next?

- Sustaining efforts, to keep a good thing going
- Capacity building, to reach more people
- Replication and evaluation, to build knowledge about match between program and participants
- Adaptation and evaluation, do disseminate good programs to new groups



Jefferson County Health & Human Services

CASTLE HILL CENTER • 615 SHERIDAN • PORT TOWNSEND, WA 98368

Program Participant Use Agreement

Participant's Name:

Parent / Legal Guardian (if applicable):

Address:

Phone:

Program / Event:

In consideration of participation in the above referenced County program, I do hereby, for myself, my children, my heirs, executors and assigns, release the County of Jefferson and the officials, officers, agents and employees of the County for liability for any harm, injury, or damage which I, or my minor children, may suffer while participating in the above described program. This includes all risks that are connected with this activity whether foreseen or unforeseen.

I agree to hold the County and its agents, officials and employees harmless from any damage to persons or property, resulting from my negligence and/or intentional acts.

I assume the responsibility of mental and physical fitness to participate in said program, and agree to abide by all rules and requirements of the program.

I am of lawful age and legally competent to sign this Agreement for, and in behalf of, the participant. I understand the terms and have signed this document as my own free act.

I HAVE FULLY INFORMED MYSELF OF THE CONTENTS OF THIS RELEASE BY READING IT BEFORE I SIGNED IT. I REALIZE THAT BY SIGNING THIS DOCUMENT I AM GIVING UP LEGAL RIGHTS TO WHICH I MAY BE ENTITLED.

I HAVE FULLY INFORMED MYSELF OF THE RULES AND REQUIREMENTS OF THE ACTIVITY I WILL BE PARTICIPATING IN AND AGREE TO ABIDE WITH THEM IN THEIR ENTIRETY.

Signed by: _____ Date: _____

Jefferson County Health and Human Services
2002 Peer-In Program

Goals, Objectives, Indicators, Projected Budget

Peer-In is a selective prevention strategy that serves to augment the universal health education program in Jefferson County.

Participants self-select to receive training, intensive education and mentoring services, and reach out to their peers through classroom presentations, community events, and individual leadership.

Goals

- Enhance the overall health of adolescents in Jefferson County
- Reduce unintended pregnancy, substance abuse, and other adolescent risk factors in Jefferson County

Objectives

- Provide a learning environment for high school students to raise awareness and **broaden** perspectives on relevant issues of health and safety
- Provide training in communication, facilitation, and problem-solving skills
- Encourage student-to-student mentor ship and community service, increase bond between students and community

Performance indicators	2001	2002
Number of training meetings	30	30 – 60*
Number of educational presentations	48	50
Number of community outreach events	6	6

- Depending on staffing, meetings may be offered in two locations

Budget items

T-shirts (incentives for outreach) \$200

Training supplies \$100

Refreshments and snacks \$200 -\$400*

Educational retreat

 Speaker honoraria \$100

 Lunch \$100

 Supplies \$ 50

TOTAL \$750 – 1150*